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ABSTRACT

Discussions and accompanying exercises are provided in this two-part learning module designed to help instructors cope with the loss of traditional classroom power and control that may result from the implementation of individualized, self-paced instruction. Part I discusses the key concepts to be learned in the module: Maslow's theory of self-actualization; concepts of risk-taking behavior; McClelland's concept of generative power; and the potential uses of these concepts to enhance personal and professional growth. The text and exercises in this section were designed to enable the instructor to: define self-actualization, list characteristics of self-actualizing people and relate these to the characteristics of individualized instruction, define risk-taking behavior, relate the concept of generative power to individualized instruction, and speculate on the relationship between personal growth and the role changes that are necessitated by individualized instruction. Part II suggests activities which require the instructor to apply the concepts covered in Part I to his/her own experience and teaching. Included in this section are a risk-taking quotient test for instructors who are switching to individualized methods; an analysis of the forces which keep instructors from instituting change; and a power orientation exercise. (JP)

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TOWARD LEARNER-CENTERED INSTRUCTION: RISKING CHANGE FOR PROFESSIONAL GROWTH

KAREN WATKINS

Prepared for:
The Media Systems Series in Creative Teaching

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I. INTRODUCTION

We begin this module by making two assumptions:

1. You share accountability with your students for learning.
2. You want to be more effective in causing student learning.

This module is specifically designed for those of you who are about to try something new in teaching or who have been engaged for a short time in personalized instruction. The inspiration for this module came from many faculties' experiences in experimenting with new forms of instruction. For most of them, the transition from a paper theory to thier own flesh and blood practice has meant taking significant personal risks. Yet they learned a lot about themselves as persons and as teachers as they adopted new roles. In this module, we will share those experiences and concepts which encouraged other faculty to grow professionally and personally. In addition, a number of activities are included which we hope will interest you in self-exploration.

This packet is divided into two sections: Section One presents three concepts which relate to personal change--especially changes in faculty role associated with learner-centered instruction; and Section Two presents a number of activities which ask you to apply the concepts to your own experience and teaching. You may want to complete the total packet as one unit or allow time to discuss the concepts with colleagues before proceeding to the application section. If you do break down the module, we suggest you review part one before beginning part two.

II. RATIONALE

The most important assumptions we make are that improvement is possible and that good teaching can be learned. Yet "It is almost a cliche that what a teacher is is more crucial than what he does." (Cole, 1978) So, we acknowledge that teaching involves the whole person--and effective change in teaching requires examination of both who one is and what one does. Finally, it is important to recognize that experimentation--especially instructional innovation for meeting the needs of high risk students--is itself a high risk activity for faculty, and support should be provided.

Part A--LEARNING THE CONCEPTS

I. KEY CONCEPTS

Self-actualization
risk-taking behavior
response-ability
Maslow's hierarchy of needs
generative power

II. LEARNING OBJECTIVES

Goal: To share with faculty Maslow's theory of self-actualization, concepts of risk-taking behavior, McClelland's concept of generative power, and the potential of these concepts to enhance personal and professional growth. After completing this unit, you will be able to

1. Define self-actualization.
2. List at least six characteristics of self-actualizing people and relate these to characteristics of learner-centered instruction.
3. Identify someone you consider a self-actualizing person.
4. Define risk-taking behavior.
5. Relate the concept of generative power to your role in learner-centered instruction.
6. Be willing to speculate on the relationship between personal growth and the role changes necessitated by learner-centered instruction.

III. TOWARD GROWTH

AN INTRODUCTION

Faculty who have elected to personalize their courses have found that the changes necessitated by that choice have affected far more than the strategies they use to teach or the curricula of their courses. The role changes necessitated by learner-centered instruction have affected the power dynamics in the traditional student-teacher relationship, the sources of personal satisfaction in teaching, the nature of the outcomes of instruction, the assumptions about who you are as faculty and who they are as students, etc. Faculty began to move toward personalized instruction because they were dissatisfied with the outcomes of traditional teacher-centered instruction, particularly with non-traditional students. They read about the new approach, heard consultants and colleagues discuss the new approach to teaching, and examined models of learner-centered approaches. Yet, they were the ones who were examining this approach and making the decision to try it. They developed course packages based on assumptions about how students learn and what they knew about their present students, but up to this point nothing had really changed in the traditional student-teacher relationship.

When they took their course packages into the classroom however, faculty began to have to cope with the difference between "model students" and these students, between theory and their practice. Since many had described their new approach to students, they suddenly found that the students were also making demands on them to be accountable--to live up to their commitments. A degree of panic set in as faculty began to explore some of the implications of their earlier decision to try learner-centered instruction.

"If I have to take everyone where they are based on this pre-test, I will have students at every level imaginable! My course will be chaotic. This disrupts everything I had planned." "What if students decide to work on their own? What do I do in the classroom if no one comes?" "How can I get students to come if attendance is no longer part of their grade?" "If students choose their own reading, how will I be able to cover the content of my course?" "If I have to identify my grading criteria in the beginning, won't everyone get an A?" "What about the intangible competencies such as persistence, an inquiring mind--how can I construct a pre-test which will capture those long-term dimensions?" "My course is more than these objectives and learning activities--it's me. How can I individualize the personal aspect of my teaching?" Throughout these comments--very real issues for faculty to face--is a theme of a loss of power or control over the traditional instructional situation. The possibilities faculty have described here are indeed difficult to confront, and you might feel that planning for them would make it easier. We agree, but the most important element of these concerns that we want to share with you is the emotional tone which permeates these statements. Faculty were faced with a new situation which required new behavior. The old rules did not apply, yet they were the familiar context. For most faculty, there came a time when they had to decide to go on with this new approach which was causing them difficulty or retreat to that which was familiar. This module is an attempt to present some concepts which we hope will help you past that point. We realize that the decision is yours. Thus the concepts presented here are those which invite you to go ahead and make those decisions,

knowing that good things will happen for you if you continue to grow in your teaching to respond to the needs of changing learners. This, then, is our hope for you as you begin this unit.

Self-Actualization

Abraham Maslow, in Toward a Psychology of Being, offers a hierarchical concept of human psychological growth and development. He suggests that humans develop or grow in response to the desire to satisfy certain universal needs. Some needs are higher order needs than others--hence Maslow presents them as a hierarchy. We can develop a higher level need only after we have satisfied lower level needs. Figure 1 presents a diagram of these needs from our basic physiological needs to self-actualization. The needs are in the order not only of priority but of strength--the lower levels representing the most pressing, vital needs. In other words, if we are hungry, we will risk personal safety to get food.

It is Maslow's final stage--self-actualization--which interests us here. Self-actualization is defined as the ongoing realization of one's potentials, capacities, talents, mission (call, cause, fate, vocation), as a fuller awareness and acceptance of one's intrinsic nature, as a constant trend toward congruence or integration within a person. There is an emphasis in this definition on wholeness, satisfaction, and oneness. In more personal terms, it implies that you are doing what you feel is best for you; you are doing it as well as you can; and you like yourself for doing it.

Exercise 1:

Think of a time in your teaching experience when you felt this kind of satisfaction. What were the conditions or critical factors that contributed to your feeling this way? Does this experience offer

ABRAHAM MASLOW'S HIERARCHY OF NEEDS

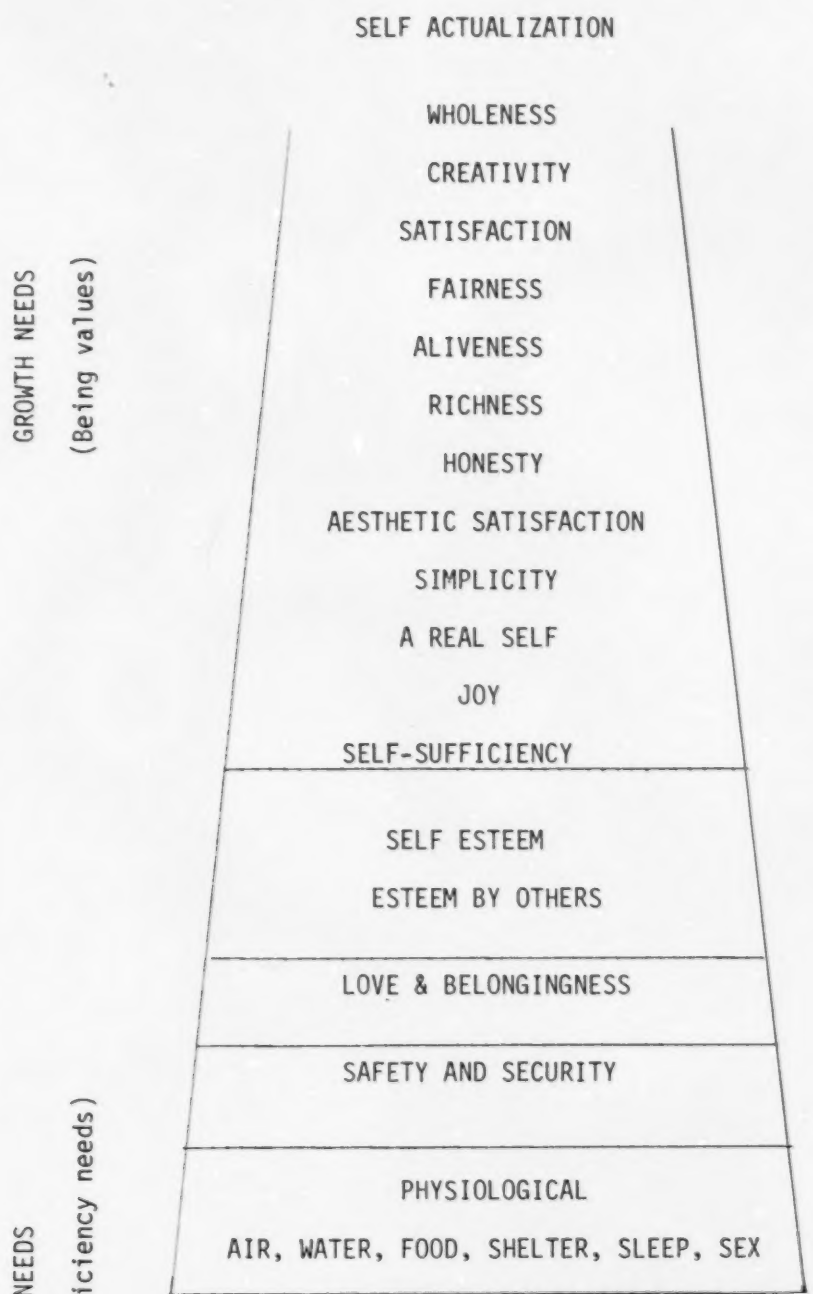


Figure 1.1

any insight into your values in the teaching/learning process?

_____

_____

_____

_____

Maslow makes an important distinction between self-actualization and satisfaction of lower order needs. People at the higher level were not characterized by struggling or coping, but were spontaneous, natural and free. Maslow refers to the former as a deficiency orientation and to the latter as a growth orientation. In his research, he found that those who were motivated by lower level needs were caught up in struggling to satisfy those needs (hungry), while those whose basic needs were satisfied seemed to be able to relax and enjoy the opportunity before them for growth. He found the following clinically observable characteristics of self-actualizing people:

1. superior perception of reality
2. increased acceptance of self, others, nature
3. increased spontaneity
4. increase in problem-centering
5. increased detachment and desire for privacy
6. increased automomy and resistance to enculturation
7. greater freshness of appreciation and richness of emotional reaction
8. higher frequency of peak experiences
9. increased identification with the human species
10. changed (improved) interpersonal relationships
11. more democratic character structure
12. greatly increased creativeness
13. changes in values--toward a higher good, choices for the welfare of mankind vs. the individual

(from Toward a Psychology of Being, second edition)

While these characteristics are somewhat general, they nevertheless represent what most people would describe as a desirable state of being. If this is the direction of growth, why aren't we all enjoying these benefits?

Safety vs. Growth

Maslow points out that all of us have these two forces within us--one tending toward safety, and hence regression, and one towards growth and wholeness of self. These forces compete within us like this:

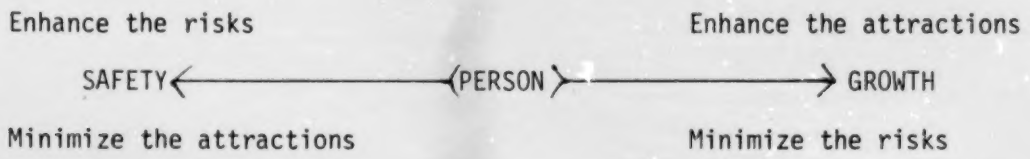
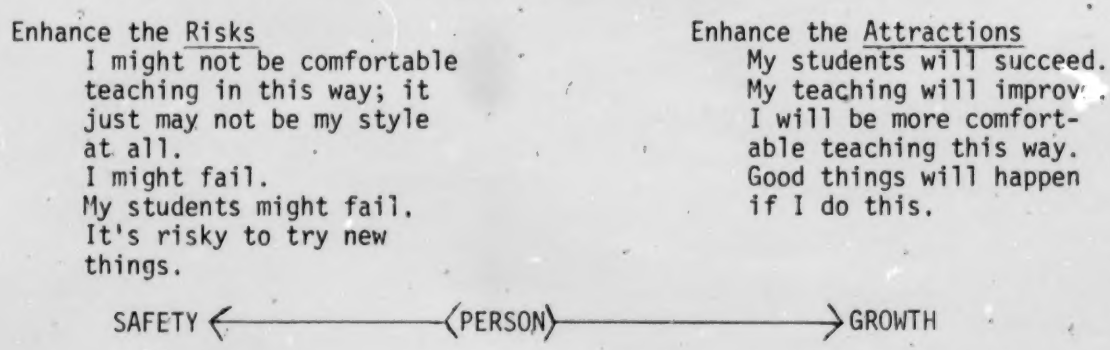


Figure 2

In this context, we can consider the process of growth as a series of free choice situations in which we move forward when the satisfactions of growth are greater than the risks to our security. If a teacher has established a fairly comfortable routine with her students, in which things move along in a somewhat predictable though unspectacular way, and she decides she might like to try a new mode of instruction, she will first have to convince herself or be convinced that whatever mode she adopts will become comfortable for her in much the same way as what she does now and with at least a little bit better results. We might look at it this way:


Enhance the Risks
I might not be comfortable teaching in this way; it just may not be my style at all.
I might fail.
My students might fail.
It's risky to try new things.
Enhance the Attractions
My students will succeed.
My teaching will improv
I will be more comfortable teaching this way.
Good things will happen if I do this.
SAFETY
PERSON
GROWTH

Minimize the Attractions	Minimize the Risks
My students may do well--but who can say?	Things may not work out well at first--it will take time.
I might enjoy teaching this way--but look at the work!	I may have to adapt this teaching technique before it will suit me.
	My students may need extra support at first to learn in this way.

By emphasizing the positive results of change and preparing to offset risks, we can create an environment which will promote growth. For students in new learning situations, we provide additional support and counseling and adopt grading practices which will decrease the threat of failure. Teachers need an environment which is growth-enhancing, too. If experimentation is rewarded when faculty are evaluated, if faculty are given adequate time to perfect a new technique before being evaluated, and if faculty have support in entering a new teaching situation, risk is minimized.

Exercise 2:

Check each of the factors in schools below which you feel would minimize the risk of adopting new teaching approaches and enhance the attractions:

__1. released time for faculty trying new methods of instruction

__2. in-service support staff to work with faculty trying new techniques

__3. an evaluation of a faculty member's new approach after one semester of implementation

__4. one criterion for evaluating chairpersons being their ability to encourage instructional innovation

__5. the presence of institutional programs such as basic skills labs to help students in addition to classroom instruction

__6. students exempt from paying fees for at least one course when they serve as peer teachers

__7. faculty assumption that, no matter what, students will not do well in their courses

__8. freedom for faculty to teach as they see fit

__9. a negotiated increase in salary for every faculty member who can verify a ten per cent increase (or better) in the number of students who successfully complete course objectives

__10. institutional provision of workshops and consultants to introduce the new technique as well as follow-up consultation on the use of that technique

Since people perceive risk individually, there is not an absolute standard to apply in responding to this exercise. For this reason, discussion with at least one other colleague of your answers as they reflect the situation at your institution would be most desirable. Those factors which other institutions have found supportive of innovation are 1, 2, 4, 5, 6, and 10, since these present either direct support of teachers who innovate or services which add to their classroom management (such as basic skills labs). Numbers 8 and 9 may well reduce risk by providing automony (#8) and a clear performance criterion (#9). For the person who chooses not to change, however, the atmosphere in #8 is equally conducive to maintaining the status quo. Furthermore, they may not be motivated by the increase in salary suggested in #9. Number 3 might help if the evaluation is given as constructive feedback (formative evaluation), though most faculty have found that the first semester they try any new strategy they are still trying to discover just what this new approach is and how best to adapt it to their particular teaching style. As for #7, why try to improve your teaching if students are not expected to learn anyway?

IV. RISK-TAKING BEHAVIOR

Risk is ordinarily a term which connotes something negative. In the literature of management, we see articles on reducing the risks in

decision-making; in economics, we see articles on reducing the risk in investments; in insurance, we see articles on how to estimate the risk of insuring someone; in psychology, we see articles on gamblers and drug-addicts and discussions of the pathology of the high risk-taker. Risk-taking behavior is behavior in which we would not ordinarily engage because we see that behavior as a potential threat to us. What constitutes a risk for a person depends on whether it is new behavior and whether that person perceives a subjective sense of danger about that behavior. Nevertheless, taking risks is one way of stretching ourselves. It is an effective way of increasing our personal options by giving us a greater freedom of choice, fewer inhibitions, greater spontaneity, and more flexibility. While the concept of risk can be applied to nearly every human action where the consequences are uncertain, we are more interested here in personal and interpersonal action than in action which involves physical danger.

A critical dimension in risk-taking behavior is the element of choice. To choose a behavior which one considers risky requires a certain amount of internal security. Self-actualizing people, says Maslow, can afford to take more risks because their basic needs--especially their safety needs--have been met. However, behavior is the result of many forces, both conscious and unconscious. This section is concerned with some of the more unconscious ways we convince ourselves not to take a risk.

One method we may use is to give away our personal power through "self-hypnotizing" language. Compare the implied message in each of the following pairs:

I have to----------I choose to
I can't----------I won't
I need----------I want
I'm afraid to------I'd like to

Note that the statements on the right affirm that a person has the power of choice--even when he chooses to behave as he always has--while those statements on the left side imply that the person is not really in control. Try writing a few of your own.

Exercise 3:

Develop a list of statements about teaching using each of the phrases on the left above. Then convert each statement by using the appropriate phrase to the right.
Example...In teaching, I have to use the same text for all of my classes...I choose to use the same text for all of my classes.

I have to _____
I choose to _____
I can't _____
I won't _____
I need _____
I want _____
I'm afraid to _____
I'd like to _____

Another way to hold others accountable for directing our lives is by placing blame or control somewhere else--"The Devil made me do it." When we place blame, we become the victim and are rendered impotent in that situation. The teacher who says that "students are just lazy" or "students lack motivation" leaves himself powerless to respond. Fritz Perls, founder of Gestalt psychology, defines responsibility as "one's ability to respond." A person must move from blaming someone or something for a given situation to responding to that situation. At that point, we have power over the situation and direct our own lives. The teacher in the above example can alter his instructional techniques in a variety of ways to improve student motivation.

Exercise 4:

Check the statements below which place blame or control outside of yourself:

__1. I'd like to try that, but my administrator wouldn't approve.

__2. The reason so many students fail is because they have a poor self-concept.

__3. I can't try that--why my colleagues wouldn't hear of such a thing.

__4. I can't use computer-assisted instruction because the computer-personnel probably wouldn't help me.

__5. I won't be responsible for testing everything students learn in my course.

__6. I prefer to teach using small groups.

__7. You just can't make kids behave these days what with TV and permissive parents.

__8. I'm afraid my students would never go for that.

__9. I want to help my students succeed.

__10. I will set goals for my professional development.

You were correct if you checked 1, 2, 3, 4, 7, 8. Numbers 5, 6, 9, and 10 reflect a willingness to take responsibility for your behavior and attitudes. It is important to pause to reflect on the implications of this exercise. Many of us have heard statements such as 1-4 so many times that they have become part of our belief system. Yet, the point here is not that they are necessarily untrue, but rather that when we let them, they can stifle our ability to repond to the need implied in the statement. If, indeed, your students are not doing well due to a poor self-concept, the important question is what can you do about it?

A third way not to be response-able is to express a "deficiency" orientation--i.e. a desire or need for something in the environment as opposed to reliance on one's self. The person with this orientation may suggest that he is deficient, inadequate, or needy in some way. "I'm just not mathematically inclined" and "I was born uncreative" imply a view of certain qualities. The view suggests that these qualities either are or are not present. Creativity is viewed not as an act (I create) or a continuum (there are many degrees of creativity) but as as state of being (I am creative, or I am not). A deficiency orientation, then, is a whole outlook which suggests an insufficiency not for the moment or the situation, but within the person. "The most inadequate person in the world wrote these statements."

Exercise 5:

Discuss with colleagues (or write) several examples of deficiency oriented attitudes in students. What do they have in common?

Taking risks, being able to respond, and growing toward self-actualization will not in themselves make implementing new instructional techniques and adopting new roles simpler, yet these techniques can start an instructor in the direction of continued personal and professional growth. To a very large extent, you begin to create your own growth-enhancing environment as you become more aware of your needs for self-actualization and safety and as you take responsibility for your choices in either direction.

V. GENERATIVE POWER

David C. McClelland, a motivational psychologist from Harvard, has written a book entitled Power: The Inner Experience. In it he postulates four stages in one's power orientation. These stages can be represented as follows:

SOURCE OF POWER

OBJECT OF POWER	Other	Self
Self (to feel stronger)	"It" (God, Mom, King, food) strengthens me. Stage I	I strengthen, control, direct myself. Stage II
Other (to influence)	It (beliefs, the company good, "higher laws") moves me to serve. Stage IV	I have an impact on others. Stage III

Figure 3

Most teachers, says McClelland, are at Stage III in which they hope to help and to influence students, primarily through teacher-centered instruction. While there is no reason to infer that a person must be at Stage IV in learner-centered instruction, that stage is more consistent with the power orientation in learner-centered instruction. Stage IV power is called generative power because we take a goal outside ourselves and attempt to generate power and influence in others. Generative power is action for the good of future generations. A study of managers with this State IV power orientation revealed the following characteristics:

--As managers, those with generative power tended to create a climate in which their subordinates were glad to work because they were less constrained by rules, had more responsibility, and knew what they were supposed to be doing.

--They believed that one should join a group (organization, cause).

--They believed that one should seek expert help.

--There was a real surrender of the ego in their management style.

--They did not feel that they personally had to know everything or understand everything.

--They emphasized sharing, though not sacrificing.

--They felt a responsibility for strangers.

--In the Buddhist sense, they were "part of the flow."

These traits are very similar to some of the new roles which are part of learner-centered instruction. Generative power is the power orientation of the parent who encourages his children to be independent, yet is there when they need him. He can give up his power or authority for their benefit, yet will use it when that is to their benefit. This is not the parent who coddles to make his children dependent nor the parent who virtually leaves his children to bring themselves up. There is a mutual respect between the Stage IV power-oriented parent and his children--and growing up is an experience they share. So too with the teacher at this stage. Learning is a higher goal than the individual preferences of the teacher. Students are encouraged to share in the quest and set goals, and they are respected for the expertise they bring to the learning situation. The State IV teacher does not have to know all there is to know about a subject and will turn to others who do know. Helping students learn is considered a cooperative effort and team teaching (with teams of teachers, counselors, testing personnel, etc.) a natural outgrowth of this attitude. Perhaps most importantly, students know throughout their learning experience that they are working with someone who cares about them and their learning. The goal of such a teacher is learners who can go on learning on their own.

Power Orientations in Typical Teaching Situations

OBJECT OF POWER	SOURCE OF POWER: TEACHER	SOURCE OF POWER: LEARNER
Learner	Traditional lecture/ discussion method	Peer teaching Small group work
Teacher (to influence)	Team teaching In-service programs	Independent Study Individualized Instruction Contract learning

Figure 4

More than any other new technique in teaching, learner-centered instruction has called for teachers to look at who they were and what they were about differently. This has required not just techniques and systems, but rather a whole new power relationship with students. These changes are profound, yet they are changes which are consistent with healthy personal growth. As you make these changes, we hope you will make them knowing that neither you nor your students are alone.

VI. LEARNING ACTIVITIES

1. Choose one of the characteristics of a self actualizing person and describe a student or teacher you've had who illustrates that characteristic for you. Explain what that person did (behavior) that demonstrated that characteristic.

2. Read or view an autobiography or biography of someone you believe would be characterized as self-actualizing. Identify as many of Maslow's thirteen characteristics of self-actualization as you can using specific examples from the life of this person. (Some possibilities include Blackberry Winter, Margaret Mead; the film "Imogen Cunningham"; In and Out of the Garbage Pail, Fritz Perls; Einstein's biography, etc.)

3. Read Awareness by John O. Stevens and keep a journal of the exercises. Wherever possible, jot down ideas for applying these concepts to your teaching.

4. Read Freedom to Learn by Carl Rogers and Freedom--Not License by A. S. Neill. Are these writers advocating a Stage IV power orientation for teachers? Discuss this idea in relation to these two books.

5. McClelland says that each power stage can become pathological. The pathology for State IV is Messianism. Can you think of behaviors of teachers which might convey this attitude to students?

VIII. POST-TEST

1. Diagram the relationship between the forces of safety and of growth in people.

2. What are two ways we talk ourselves out of taking risks?

3. Take two of the "Being-values" from Figure 1 and give an example for each one to show how these values might influence teachers.

4. Discuss the power relationship between students and teachers in learner-centered instruction.

Part B -- APPLYING THE CONCEPTS

I. KEY CONCEPTS

self-actualization
risk-taking behavior
response-ability
generative (Stage IV) power

II. LEARNING OBJECTIVES

Goal: To apply the concepts given in this unit to one's personal and professional growth. By the end of this unit, the learner will be able to

1. Identify those aspects of learner-centered instruction which appear risky to him.
2. Use a problem-solving technique to reduce barriers to desired changes in her teaching.
3. Compare his/her current growth toward self-actualization with that of others as measured by the Personal Orientation Inventory.
4. Analyze his/her present power orientation in teaching.

III. SELF-ACTUALIZATION

Everett Shostrom has developed a test which gives a person a score on twelve different characteristics of self-actualization. The test is titled the Personal Orientation Inventory, or the P.O.I., and is available from Educational and Industrial Testing Service (San Diego, California 92107). The test provides useful feedback on one's present orientation in each of these areas. You may want to ask your testing or counseling department to order a copy for your use.

IV. DEVELOPING A RISK-TAKING QUOTIENT FOR LEARNER-CENTERED INSTRUCTION

Since each of us has unique strengths and needs, different elements of learner-centered instruction represent different degrees of risk for us. Please respond to the following questionnaire in terms of your present perception of risk. The purpose of this questionnaire is to ascertain what you would consider risky behavior for yourself in learner-centered instruction. Write the appropriate number from the scale below in front of each item.

Would be no risk for you	Would be a small risk for you	Neutral or don't know	Would be a moderate risk for you	Would be a high risk for you
0	1	2	3	4

___1. Not being in control of the content of your course

___2. Allowing students to design their own learning experiences

___3. Negotiating a grade/learning contract with students

___4. Sharing responsibility for a student's mastery of course objectives

___5. Providing a variety of learning modes

___6. Giving students course objectives and criteria for grading at the beginning of the course

___7. Allowing students to test out of your course (early completion)

___8. Creating an atmosphere of freedom

___9. Creating a supportive atmosphere

__10. Building trust

__11. Giving students extra time to complete course objectives

__12. Making provisions for students to discover and follow their own talents, interests, needs

__13. Encouraging students to learn from each other

__14. Providing opportunities for students to learn from each other

__15. Diagnosing students' present level of competence in terms of your end-of-course requirements

__16. Sequencing course material developmentally (at different levels of complexity)

__17. Assessing higher level cognitive outcomes (application, analysis, synthesis, evaluation)

__18. Developing learning activities to reach higher level cognitive outcomes

__19. Creating a classroom environment which will foster affective development of students

__20. Assessing your success in meeting affective outcomes

__21. Adapting your course to current student needs and interests

__22. Helping students become more self-directed learners

__23. Focusing course on performance outcomes (not content coverage)

__24. Meeting with students individually

__25. Becoming involved with your students as people, as friends

__26. Accepting the idea that each of your students can succeed

__27. Having students evaluate their own learning

__28. Having students evaluate your teaching

__29. Videotaping several of your classes for self-evaluation

__30. Videotaping several of your classes for peer evaluation

__31. Providing opportunities for community-based learning activities

__32. Trying a new approach to teaching that may not be as successful as your present approach (Are you willing to risk failure?)

__33. Team teaching

__34. Team assessing student learning

__35. Sharing your rationale for your course with students; making it relevant to them

__36. Confronting students (giving negative feedback)

__37. Praising students (giving positive feedback)

__38. Counseling students personally and academically

__39. Motivating students

__40. Making learning--and teaching--fun

_____TOTAL

The total score (from 0 to 160) will indicate an overall disposition or orientation toward personalized instruction. We are primarily asking you to think about some of the affective implications of the above items. Faculty have reported that even as they accepted most of the items intellectually, it was not until they actually decided to do them that they experienced a degree of anxiety. Probably the most productive analysis you might make of your responses to the above questionnaire is to look for patterns among your 3 and 4 level answers. Are they primarily interpersonal items? affective items? foreign and unfamiliar behaviors? Select an item that you've identified as a high risk (4). What are the restraining forces (e.g.--lack of skill, lack of expertise, a value conflict, a personally sensitive area, etc.)? What are the forces which compel you to take this risk (e.g.--there are none; curiosity; a chance to teach more effectively; etc.) This kind of analysis of your responses can help you identify not only potential areas of difficulty for you but also those areas which you can begin to develop.

V. FORCE FIELD ANALYSIS

The technique suggested above of looking at the forces which keep us from changing as well as those which compel us toward change is called force field analysis. This technique is basically similar to Maslow's theory of the safety and growth forces in us. The basic idea in this type of analysis is that the apparent risk in the desired change sets up a kind of force field with both negative and positive balances which will offset each other and neutralize our willingness to act. By analyzing the negative and positive forces, we can begin to take action to upset the balance in the direction of change. Select one of the items which you have identified as a high risk and analyze it as follows:

Risk _____

Restraining Forces	Driving Forces
Action to Reduce this Force	Action to Increase this Force
Resources needed?	Resources needed?

A SAMPLE FORCE FIELD ANALYSIS

Risk: #32--Trying a new approach to teaching that may not be successful

RESTRAINING FORCES	DRIVING FORCES
1. I'm a perfectionist	1. More students may succeed
2. My students will not do well	2. I may like teaching this way
3. It will be a lot of work to adopt this new method	3. It will be stimulating, challenging to try this
4. My chairperson may give me a poor evaluation	
ACTION STEPS	**ACTION STEPS**
1. I can use humor ("Rome wasn't built in a day").	1. Keep careful records on each class: attrition rates, grades to monitor overall success of students. Send follow-up surveys to students to assess long term effectiveness plus a record of what they now feel they needed.
2. Work with resource persons to provide extra support for students. Monitor student performance continuously.	2. Build on my current strengths; things I enjoy. Adapt new teaching method to my style.
3. Divide the work into segments;	3. For me, individualizing instruction could be made more stimulating by working with new content--both things I choose and things my students choose. It also helps to work with other faculty trying the same thing. Seeing my students do well is the most powerful motivation!
4. I can meet with my administrator and negotiate a contract--i.e. I will have at least two years to perfect the method before it will be evaluated. She will visit my class and review my materials to provide continuous feedback. She will make a formal commitment to my work through released time, points toward promotion, etc.	

VI. POWER ORIENTATIONS

What follows is an attempt to help you identify those areas over which you have power in teaching and compare them to those areas in which others have power or influence. You are asked to estimate a percentage of power for each category (teacher, student, other sources), making sure that your percents add up to 100% in each category. Choose one course for this exercise and, using the form below, see how the percentage of power that you have compares to that of your students or other sources (e.g. your department, your colleagues, your discipline, etc.) Compare these figures to McClelland's stages (page 17).

POWER ORIENTATIONS: EXERCISE

CONTENT	TEACHER	STUDENTS	TYPE I OTHER *	TYPE II OTHER **
Method of Instruction				
Time to complete a unit of instruction				
The competencies or objectives to be demonstrated				
The criteria by which successful performance will be evaluated				
Method of evaluation				
Providing additional support (tutoring, counseling, extra reading)				
Motivation to learn				
TOTALS				

* When "other" refers to control of your teaching by external authority

** When "other" reflects a mission, reliance on expert help, or cooperation with external resources

Stage I--add together all percentages in the Type I Other Column: _____
This stage represents the degree to which you perceive your teaching as externally controlled.

Stage II--is concerned with autonomous, self-directed action which is inner-directed; hence it is inapplicable to this activity.

Stage III--add together all percentages in the Teacher column: _____
It is highly probable that most of you will have higher Stage III (teacher-centered/controlled) scores as McClelland predicted. What learner-centered instruction asks you to consider is whether there is anything inherent in the teaching learning process that creates a Stage III orientation. Certainly such an attitude is traditional, but the needs of new learners may require us to question this orientation.

Stage IV--add together those percentages in the Student column and those in the second category under Other: _____
This stage comes closest to creating a responsive teaching/learning process--since the teacher's role is more likely responding to the needs of students as they conform to the higher level goals of the college or discipline.

One additional use of this exercise is to go through it again assigning an ideal percentage to each category and then brainstorming ways to change your teaching to reflect those percentages.

VIII. POST-TEST

The appropriate post-test for this unit is your self-evaluation of your willingness to take risks in making instructional decisions, your willingness to share power in the instructional process, and your need for growth and self-actualization in your professional development. Choose one behavior that you consider a risk and try it in one class. Keep a careful record of your progress and your feelings about taking this risk.

REFERENCES

Cole, Charles C. To Improve Instruction, ERIC-AAHE Pamphlet, 1978.

Maslow, Abraham. Toward a Psychology of Being. Princeton, N.J.: Van Nostrand, 1962. (Revised 1968)

McClelland, David C. Power--The Inner Experience. New York, N.Y.: Halsted, 1975.

Stevens, John O. Awareness: Exploring, Experimenting, Experiencing. Real People Press, 1971.

REVISION/EVALUATION

We would appreciate your thoughtful evaluation of this unit.

A. I found this unit to be:

Practical	____:____:____:____:	Impractical
Provocative	____:____:____:____:	Dull
Useful	____:____:____:____:	Useless
Clear	____:____:____:____:	Cloudy
Tough	____:____:____:____:	Easy

B. How helpful was/were:

	Extremely Helpful				Not Helpful At All
The unit overall	1	2	3	4	5
The exercises	1	2	3	4	5
The learning activities	1	2	3	4	5
The readings	1	2	3	4	5

C. What I liked most was:

D. What I liked least was:

E. I would improve this unit by:

F. I developed these additional exercises:

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